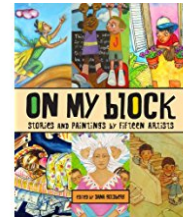


Unit 3: Connecting Places, Connecting People

WEEK 1 Day 3



**Text Talk**  
***On My Block: “The Pacific Shoreline”***  
 and  
***Going Home, Coming Home***  
 Read 3 of 3

<b>Big Ideas</b>	We understand our own identities by thinking about where we are and where we come from.  People and places around the world are linked.
<b>Weekly Question</b>	What helps us understand a place?
<b>Content Objective</b>	I can analyze key details and illustrations from two short autobiographical texts in order to investigate what home and identity mean. (R.11.2.c. R.11.2.d)
<b>Language and SEL Objective</b>	In both discussion and writing, I can use key words and phrases from the unit to express my understanding of what <i>home</i> means to me and to my classmates. (SL.1.2.b, L.5, L.4.2.d Self Awareness, Social Awareness)
<b>Vocabulary</b>	<p><b>attract:</b> to pull toward; to gain attention</p> <p><b>escape:</b> to get away</p> <p><b>exhibit:</b> to show or display</p> <p><b>home:</b> a place where someone feels connected and comfortable</p> <p><b>* identity:</b> all of the parts that communicate how a person or thing is known</p> <p><b>internationally:</b> all over the world</p> <p><b>merchant:</b> a person who buys and sells</p> <p><b>scene:</b> view in a painting, drawing, or photograph; a place where an event takes place</p> <p><b>settle:</b> to move to a new place and make it home</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>On My Block: Stories and Paintings by Fifteen Artists</i>, Dana Goldberg Flag pages 24-25, Ann Phong: “The Pacific Shoreline.”</li> <li>● <i>Going Home, Coming Home</i>, Truong Tran</li> <li>● <i>On My Block</i> and <i>Going Home, Coming Home</i> excerpts slides</li> <li>● projector and screen</li> <li>● Learning about Vietnam chart, from Day 1</li> <li>● chart paper</li> </ul> <p>Prepare three to five charts (depending on the size of the group and how children share space as they work) with the same question in the center of each page: From our readings so far, what does <u>home</u> mean?</p> <p>Place the charts around the room on tables, floor, or walls.</p> <ul style="list-style-type: none"> <li>● colored pencils and/or markers</li> </ul> <p>On the whiteboard, write these questions:</p> <p>What do we see in the illustrations?</p> <p>How is Vietnam depicted?</p> <p>How is Long Beach, California depicted?</p> <p>What is the same and what is different?</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will read a selection from the book On My Block: Stories and Paintings by Fifteen Artists. In this book, illustrators describe a bit about themselves and places that are special to them. They pair their descriptions with illustrations. We will use this book a few times during this unit, “Connecting Places, Connecting People.” Today we will read the selection written and illustrated by Ann Phong, the illustrator of Going Home, Coming Home.</i></p> <p><i>Today we will also read the introduction to Going Home, Coming Home. We will compare these two pieces to continue thinking about what “home” and “identity” mean.</i></p>
<p><b>Text and Discussion</b> 16 minutes <i>On My Block</i> and excerpt slides</p>	<p>Read <i>On My Block</i>, pages 24 and 25, and project the slide.</p> <p>Pause at the word “escaping.”</p> <p><i>What do we know about Ann Phong’s reason for leaving Vietnam? How did Ann Phong end up in California? Why do you think so?</i></p> <p>After reading both pages, direct children to look closely at the illustrations.</p> <p><i>Ann Phong says she has two homes—a home in Long Beach, California and a home on the other side of the ocean, in Vietnam.</i></p> <p>Think, Pair, Share.</p>

	<p><i>What do we see in the illustrations? How is Vietnam depicted? How is Long Beach, California depicted? What is the same and what is different?</i></p>
	<p>Move between the slides to show illustrations from <i>Going Home</i>, <i>Coming Home</i> and <i>On My Block</i>. Facilitate a conversation with these questions: <i>What do you notice about the illustrations of Going Home Coming Home? What’s here in On My Block that adds to our understanding of Vietnam from the past two days? What’s the same, and what’s new?</i></p> <p>Add to the Learning about Vietnam chart.</p>
<p><i>Going Home, Coming Home</i> Introduction</p>	<p><i>Now we will read the Introduction to Going Home, Coming Home.</i> Read the introduction. Explain that like Ann Phong, the author, Truong Tran, also had to leave Vietnam because of war (the “fall of Saigon”).</p> <p>Facilitate a whole group discussion. Some possible prompts include:</p> <ul style="list-style-type: none"> <li>● How does the author think of himself as both a Vietnamese and an American? What led to him thinking about his identity in this way?</li> <li>● What are important parts of his identity? What makes you say that?</li> <li>● What makes language complicated for the author?</li> <li>● What does it mean that “home is not a place rooted in a country but a feeling rooted in the heart”?</li> </ul>
<p><b>Key Activity</b> 21 minutes</p>	<p><i>Today we are going to use a new routine called Chalk Talk. During Chalk Talk, we will talk about an important question.</i></p> <p><i>In a Chalk Talk, we use different ways of learning—working independently, drawing, writing, observing, and collaborating silently. Do you like to learn in any of these ways? Why? When? Turn and talk with a partner.</i></p> <p>Introduce the routine.</p> <p><i>There are different pieces of chart paper with the same question written in the center. [Indicate their locations around the room.]</i></p> <p><i>I’ll start a timer for ten minutes. During that time, each of you will write and sketch your own ideas <u>without talking</u>. You can work on any space on any of the three charts; it doesn’t matter which one.</i></p> <p><i>During the silent ten minutes, you will also look at and read other</i></p>

	<p><i>people’s ideas and then respond to them. When you see an idea that you are interested in, you can write more to add on to it, put a check mark if you agree, or put a question mark if you are not sure about it. There will be plenty of charts and writing tools for everyone to write and respond. If you have time, you can move to a different chart to see the ideas there.</i></p> <p><i>After ten minutes, I will stop you. Then you will have five minutes to read through one of the charts with a partner and talk about what you notice and wonder.</i></p> <p><i>We will come back together as a whole group to share the patterns we noticed and questions we have.</i></p> <p><i>Today’s Chalk Talk question is: From our readings so far, what does <u>home</u> mean?</i></p> <p>Answer clarifying questions about the routine, and then begin.</p>
<p><b>Closing</b> 2 minutes</p>	<p><i>Today we compared the Introduction from Going Home, Coming Home with the short text by Ann Phong in On My Block. We looked closely at the illustrations to think more about Vietnam. And we wrote about and discussed key concepts using a new routine.</i></p> <p><i>As we continue in Unit 3, Chalk Talks will help us synthesize, or put all together, our thinking from texts we use.</i></p> <p>Talk about the Chalk Talk routine and how it went.</p>
<p><b>Standards</b></p>	<p><b>R.11.2.c</b> Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p><b>R.11.2.d</b> Compare and contrast the information presented by two texts on the same topic.</p> <p><b>SL.1.2.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p><b>L.4.2.d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p><i>Boston Standards</i></p> <p><b>SEL.</b> Self Awareness</p> <p><b>SEL.</b> Social Awareness</p>

